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ABSTRACT

The Field Studies Program in Elementary Education is the 1973 Distinguished Achievement Award Entry from Lowell State College, Lowell, Massachusetts. This master's degree training program for experienced and inexperienced teachers focuses on the following objectives: a) the coordination of innovative educational programs in public and parochial schools; b) the development of classroom curriculum and instructional techniques; c) an understanding of education as a field of study encompassing psychological, sociological, philosophical, and historical dimensions; and d) the facilitation of personal growth by the participants. The Field Studies Program consists of two 6-week summer sessions and 1 year of full-time teaching and study. Summer sessions consist of intensive workshops on educational environment, curriculum materials, and instructional techniques. The year-long program involves full-time classroom teaching in teams of three or four persons, participation in teaching experience workshops, and independent study of educational issues and problems. Evaluation is implemented through questionnaires and written statements by participants, new students, supervisors, and directors. (Information is included on goals of the program, budgetary considerations, program organization, and evaluation records.) (BRB)

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FIELD STUDIES PROGRAM
IN
ELEMENTARY EDUCATION

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SUMMARY

FIELD STUDIES PROGRAM IN ELEMENTARY EDUCATION

The Field Studies Program In Elementary Education is a teacher training program at the master's degree level for both experienced and inexperienced teachers. It is university-based but operates almost exclusively within public and parochial schools. Because it operates within schools, the aims of the program relate both to the growth of program participants and participating schools. Its major aims are:

To provide participants with competency to function both within schools as they presently exist and within a variety of innovative alternatives to today's schools.

To give participants (a) exposure to and competency with a wide variety of classroom curriculum materials and instructional techniques, (b) experience in education as an occupation involving social interactions within the school and its milieu, and (c) understanding of education as a field of study encompassing psychological, sociological, philosophical, and historical dimensions.

To facilitate the personal growth of participants by providing them with opportunities for examining their lives and developing directions for future growth.

To stimulate and facilitate the development of more "vital" and more "humane" psycho-socio-academic structures of the schools within which the program operates.

It is the delicate weaving together of the aims of teacher training and school growth into a program operating within schools and jointly supported by schools and university that give both vitality and uniqueness to the Field Studies Program In Elementary Education

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NATURE OF THE PROGRAM

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The program can be partially described by delineating the groups and activities in which participants engage. Each participant belongs to the following groups:

(1) Teaching Team: three or four program participants working in a collegial relationship are responsible for the education of a classroom of children in grades four, five, six, seven or eight.

(2) School Group: groups of teaching teams function together as mini-schools within each participating school. Each mini-school is in turn part of the larger school and each program participant has the full rights and responsibilities of a teacher in his school.

(3) Educational Issues Group: each student participates in an 8 - 10 person group for the entire year. In this seminar students (1) have an opportunity to maintain close contact with students in every other classroom in the program and thus have an opportunity for the sharing of ideas and materials; (2) explore ideas about education, clarify personal and professional needs, and integrate the learning experiences they are having; (3) begin to learn how to analyze the process of teaching and learning.

(4) Curriculum Groups: participants take a variety of eight-week workshops designed to provide them with the curriculum materials and instructional techniques necessary to achieve competency as teachers. Some examples of workshops offered are: creation of language arts materials, techniques of creating science curriculum, reading and phonics, arithmetic education, mathematics manipulatives, geometry and game theory for the elementary school, improvisational drama, visual arts, social studies curriculum, and environmental education.

(5) Seminar Groups: participants and faculty meet in small groups to discuss topics of interest. Seminars may meet occasionally or may last as long as a year. Examples of seminars offered include curriculum theory, alternative models of education, philosophy of education, value clarification and moral development, the city as a learning environment, classroom discipline, learning disabilities, the difficult child, and developmental psychology.

(6) Individual Conferences: program participants meet individually with faculty for periodic supervision and counseling, for discussion of individually arranged independent study courses, and for aid in lesson planning and curriculum creation. Independent study projects vary from

reading courses on topics such as urban education or open classroom to curriculum designed projects on mapping or poetry to action projects such as beginning cross-age tutoring projects and devising strategies for involving parents more actively in the life of the school.

The Field Studies Program In Elementary Education can be further described by listing the activities in which participants engage. Some activities are: teaching children; taking children on field trips; meeting with fellow team members for planning, examining teaching, and discussing children; meeting with faculty; observing classes; participating in curriculum groups and seminars; participating in individual and group supervision; visiting schools, school materials supply houses, curriculum development agencies, and educational conferences; designing instructional activities; creating curriculum materials, and pursuing independent study.

STUDENTS

Examining the daily life of program participants gives further insight into the nature of the Field Studies Program. Let us briefly take a look at a few model days in a student's life at different times of the year.

July

Arrive at 8:30 and talk with fellow participants about the open classroom concept. After lounging in the coffee area, attend the seventh meeting of the Education Environments course from 9:00-11:00. During the first hour you are taught as though you were an elementary school student; you are engaged in whole class work, obligatory indiv-

vidual work on the Tower of Hanoi puzzle (which some people say produces an exponential equation) and freedom of choice work in doing one of thirty experiments which are to be graphed and understood. During the second hour you participate in a discussion about the class you have just experienced: it raises issues of how certain repetitive teacher behavior can "turn off" students, how the same problem can give different students feelings of incompetence or mastery, and how different degrees of freedom of choice and mobility affect one's attitude toward the activity one is engaged in. 11:00-11:30, coffee and talk with fellow participants about what to do with the rest of the day. 11:30-12:30, individual conference with faculty adviser about (a) with whom you want to be on a teaching team, (b) your rising anxiety level over both the close-at-hand choosing of teaching team members and the coming school year, and (c) your feelings of inadequacy over what you have to offer children as a teacher. 12:30-1:30, lunch on the lawn during which you discuss the events of the day and get involved in planning a field trip for the next afternoon to an abandoned office building that is about to be torn down and from which lots of good classroom materials can be scrounged. 1:30-3:00, participation in a workshop on geoblocks given by a fellow student who is finishing the program (beginning and finishing students work together during the overlapping summer) that involves playing with the blocks, making up new problem cards for the blocks, and discussing how you can find out things about children by watching how they manipulate the blocks.

October

Arrive at school at 8:00 to run off some dittos and talk with your two teammates about the happenings for the day. 8:30-10:00, teach children together with two teammates, first by having a group meeting with children, then by assigning contracts for the day, and then by (a) working with individual students who are having problems doing one of the variety of activities on their contract, and (b) working with a group of eight students on a mapping unit about their neighborhood. 10:00-12:00, attend a workshop in arithmetic during which you and fellow-participants (a) discuss and analyze what you did in mathematics with your students during the last week, and (b) are introduced to the numberline, given problems on the numberline as though you were a child, and discuss possible misunderstandings that can arise in working with the numberline, and (c) discuss how the numberline might be utilized during the next week with your class. 12:00-12:30, lunch in the teachers' room. 12:30-2:00, teach children with one teammate, first by taking a reading group, second by checking student contracts, and a third by helping conduct a music lesson presented to the whole class. 2:00-3:00, discuss with the team the events of the day and go on to plan activities for the next day and ongoing activities for the next few days, paying particular attention to name problems developing in the mapping unit. 3:00-4:00, meet with one team member and the mathematics faculty member to plan lessons on measurement. In addition to discussing how past lessons went, this involves designing new activities and building them into shoebox kits for use the next week.

April

Arrive at school at 8:00 to talk with team about problems with the way the class is organized. 8:30-11:00, teach the class alone (while your teammates go to a curriculum workshop) by having students individually

determine their contractual school work for the day, interacting with students who are working on their contracts, presenting a lesson on how to measure the height of a hill to a small group of students who are investigating this; assisting a group that is practicing a play based on a book they have been reading, and helping a group of students having problems with activities from the SCIS kit: Populations – 11-2:30 take a field trip with five fellow program participants to a nearby school where interesting things are occuring; the visit includes observing two classrooms, and talking with a teacher and the principal; 2:30-3:30, participate in the case conference session led by faculty psychologist; this week's case concerns a boy in one of the classes who bangs his head against the wall.

July

Arrive at 8:30 and talk with fellow participants about how the process of changes goes on in schools; you argue that you cannot just go into a school and try to change it immediately but how changes have to be gradual. 9:30-11:00, work with two fellow participants creating language cards that will be used in your classroom. They are designed as individual student activities to help with language improvement by approaching grammar, punctuation, and spelling through activities designed to free up student imagination; while creating the cards and improving upon those each of the three of you have made during the year, the question of what has happened to your idealism keeps arising as you discuss the differences between new and old participants. 11:00-1:00, attend a sandwich seminar led by the faculty member in philosophy and get into a frustrating argument over how to deal with the diverse segments of society that have "crazy" ideas about

how kids should learn while maintaining that your own views are best, although not the only ones; - you reflect to yourself that you are spending much time this summer just reading and reflecting on educational issues. 1:00-1:30, make last minute preparations for a workshop you will lead on geoblocks; 1:30-3:00, give a workshop on geoblocks that involves having fellow participants play with the blocks as though they were school kids; a discussion leads to several new work cards being created for the blocks; to your surprise fellow participants ask you to give a second workshop on geoblocks so they can continue to work on them and continue their discussion. 3:00-3:30, talk with faculty advisor about how the workshop you gave went and when and how you might give a follow up.

A last look at the Field Studies Program from the point of view of the participants can be obtained by briefly describing the students themselves. They are a diverse group both in terms of point of view, background, and age. Only five of the participants joined the program directly upon graduating from college. Most of the remainder had been out of college for two to ten years. Typical past college experience in this group includes: peace corps, secretarial work, army, meat-packing, housewifery. Those out of school more than ten years include: teachers (one is a high-school teacher on sabbatical to become an elementary school teacher), a retired military officer and an instructor of nursing.

FACULTY

A first view of the Field Studies Program in Elementary Education from the perspective of the faculty is gained by delineating the faculty members, their area of specialty, whether they are full time or part time with the program, their highest educational degree, and their primary relevant experience. This follows:

Michael Schiro	Mathematics	Full Time	Ed.D.	Teacher, Curriculum Specialist
Richard Sprague	Social Studies	Full Time	Ed.D.	Teacher, Teacher Supervisor
Joel Weinberg	Reading	Part Time	Ed.D.	Reading Professor
J. T. Smith	Psychology	Part Time	Ph.D.	Clinical Psychologist
Neil Jorgensen	Science	Part Time	Ed.D.	Teacher, Naturalist Science Professor
Diana Korsenic	Art	Part Time	Ed.D.	Teacher, Artist Curriculum Specialist
Miriam Dickey	Environment	Part Time	M.S.	Audubon Society
Gordon Talley and Threeater	Drama	Part Time	M.F.A.	Troupe of Professional Actors

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Model Cities Agency of Lowell, Mass.

Patrick Mogan, Director of Educational Component
Peter Stamos, Assistant Director

Bartlett School
Lowell, Mass.
John Cronin, Principal

St. Joseph's Elementary School
Lowell, Mass.
Sr. Rachel Lambert, Principal

Faculty members engage in five different types of activities: working in classrooms with program participants, talking with participants as individuals, teaching seminars and workshops, working with school principals, and doing administration work. Time spent working in classrooms with program participants includes observing participants teach, observing particular students that participants are having problems with, teaching classes with participants, working with participants in dealing with particular problem students, and meeting with teaching teams as a group to help work out aspects of the instructional program, classroom management, and problems in group dynamics. Work with individuals includes professional counseling, discussion of classroom observations, planning of lessons, discussion of problem children, supervision of independent study courses, and guidance in curriculum making. Several hours a week are spent working with school principals and doing administrative work. This includes discussing program participants and their classrooms with school principals, helping school principals revise curriculum, introducing school principals to new curriculum, working with school principals on school problems, admitting students to the program, getting students certified, writing proposals, and circulating announcements.

Examining the daily life of faculty members gives further insight into the nature of the Field Studies Program. Let us briefly take a look at several model days in a faculty member's life at different times during the year.

July

Arrive at 8:00 for chat with participants over coffee and donuts. This informal "chatting" is considered crucial to the summer program for it is where much of the "briefing" of new participants for the coming year takes place and where much of the "debriefing" of old participants finishing up the program takes place. "Briefing" of new participants is conducted both by the faculty and old participants and consists of (1) building the group dynamics that will aid, support, and encourage maximum growth of new participants during the year by setting up communication channels, friendship bonds, and a spirit of dedicated group endeavor and (2) preparing participants for the schools they will work in by giving them knowledge of the workings of the schools by those who have worked in them, and by either (a) tempering the idealism of certain participants so that they will "look forward to trying new things and not lapse into well-known patterns of behavior." Debriefing of old participants is conducted both by faculty and new participants and consists of (1) giving them a perspective on how they have changed over the year, (2) giving them a time to prepare for their upcoming jobs in the company of others anxiously facing teaching alone during the coming year, and (3) giving them a chance to feel competence by showing off some of the skills they have learned over the year by teaching new participants. 9:00, 11:00, teach a course entitled "Educational Environments" designed to (a) introduce

new participants to alternative modes of structuring and organizing classrooms for learning, (b) give participants exposure to a variety of models of "good teaching", and (c) give participants a chance to get to know each other by discussing their areas of education with respect to the common experience of being taught together. 11:00-12:00, individual conference with a "new" participant concerning participants' fears of facing kids during the upcoming years, fears of losing idealism and independence, fears of dealing with discipline problems, and general anxieties involved in making the transition from "student" to "teacher" or from "child" to "adult". 12:00-1:00, eat lunch with participants and engage in informal talk. 1:00-2:00, individual conference with an "old" participants concerning particular ways of designing curriculum materials for classroom use during the upcoming year and feelings about ending the program. 2:00-3:30, give the third in a series of workshops on cuisenaire rods.

October

8:30-9:00, talk with participants about a class we are going to teach together on worms. 9:00-9:45, teach the class on worms with the participants. 9:45-10:15, observe a language arts lesson in another classroom on describing how to make a peanut butter and jelly sandwich which included the making of said sandwiches according to the student instructions. 10:15-10:45, (a) elements of organization that made the class go really well, (b) the intrinsic rewards that made the class motivating to the students, (c) the different types of "discipline" techniques used by the participant while teaching and the effects of such, and (d) the nature of particular "sandwich-making descriptions" activity with respect to the problem of egocentricity in writing, grammar, and spelling. 10:15-11:15, observe an arithmetic class where a variety of different games and puzzles were being

used to drill students in arithmetic operations through an independent choice activity period during which time students could choose to do what they desired as long as they worked on a shoebox. 11:15-11:45, discuss the arithmetic class, review the nature of the materials in the shoeboxes, and discuss new materials that might be included in the boxes in order to enlarge the variety. 11:45-12:30, eat luch and discuss the worm lesson with the participants who shared the teaching, bringing out all the things that went well in order to decrease their anxiety level; design the outline for a student workbook on worms that could be used two days hence when worms come up again. 12:30-1:30, observe a classroom where art, music and drama are occurring and in which several discipline problems arise that lead from my role being one of observer to one of policeman for about 15 minutes. 1:30-2:30, have a counseling session with a participant who is quite upset at a teammate and discuss (a) if it is appropriate to be angry if your authority is undermined in front of the children, (b) what the feelings of anger are, (c) fears of what might happen if the anger is expressed, (d) the need to express the anger to the person to whom it is directed, and (e) methods of going beyond the stage of being tongue-tied. 2:30-4:00, discuss the class-observed lesson between 12:30 and 1:30 with the whole team during which time (a) the class is analyzed, (b) different participants' methods of "controlling" kids is discussed, (c) frustrations of team members with each other are voiced, (d) methods of not interfering with each other in the classroom are discussed, (e) methods of helping one another in the classroom are examined. 4:00-6:00, discuss with another faculty member each of the participants in the program with respect to how they are functioning in the classroom and on their teams in order to have an idea of what to watch out for during the next week.

APRIL

8:30-9:00, informally talk to two participants about how to apply for jobs, where to apply for jobs, and their rising anxieties about not yet having jobs for the next year. 9:00-11:00, give a workshop in geometry that involves (a) participant discussion of what geometry material they have tried out in their classes and how the material went since they last met, (b) giving students geoboards and letting them play with them and then giving them a workbook to complete on the geoboards and area, and (c) discussing how geoboards might be used in their classes, how to make geoboards with the materials they are given, and what can be learned from a geoboard. 11:00-12:15, meet and lunch with three participants who undertook an independent study project on graphing (a) to discuss what they have been doing in their classrooms during the time, (b) to design materials for use in their classrooms during the next several weeks, and (c) to discuss an enrichment book for the elementary school on graphing to see how we might get ideas from it that could be used in their classrooms. 12:15-1:15, meet with a student doing an independent study on curriculum theory to discuss (a) impressions had as a result of visiting the Educational Development Center Elementary Science Study, (b) impressions had as a result of visiting the Workshop For Learning Things, and (c) readings completed on the early progressive movement and the recent open education movement. 1:15-2:00, meet with a participant to (a) discuss a diary she is keeping by reviewing her diary entries and my comments on her diary entries, and (b) to discuss some language arts materials that she has been using in her class on homonyms and synonyms. 2:00-4:00, give a workshop on arithmetic education similar to the

one given in the morning only with the topical materials being the number-line in the form of a 1 to 100 numbers matrix and how using it illustrates ways of teaching "the structure of mathematics versus the facts and skills of mathematics" and how using it illustrates one way of portraying "discovery learning versus meaningful verbal learning or rote learning." 4:00-4:45, talk with a participant about the problems she is having with a difficult child in her class and suggest two behavior modification techniques based upon positive reinforcement rather than the "threat and punishment" tactics she has been using previously. 4:45-5:15, talk with a former student about Celia Stendler curriculum on "Piaget Learning Materials" and suggest ways in which such materials could be used with older children than those for whom they were designed in order to teach them some developmental psychology.

DEVELOPMENTAL HISTORY OF THE PROGRAM

The Field Studies Program in Elementary Education began in the early months of 1971 and grew out of the dissatisfaction of Lowell State faculty with current teacher education practices. In a series of memos circulated in this period Dr. Richard Sprague outlined two major goals and a number of principles that should be adhered to in designing a new teacher education program at Lowell State College. Portions of these memos are repeated here because they provide insight into both faculty intentions and the nature of the program.

Goals

The Program in Teaching and Curriculum would have two broad purposes:

1. To facilitate the growth of the participating teachers' ability to provide creative and stimulating instruction for the children.

   Most serious students of American education are quite disturbed by the pedestrian intellectual atmosphere of our schools. While this is particularly true of urban schools, many suburban schools are also characterized by a lack of imagination. Major curriculum projects of the 1960's have foundered on the inability or unwillingness of teachers to make use of their end products. Increasingly, therefore, attention is turning to ways of helping teachers grow both in their personal and professional capacities. Such a purpose seems quite appropriate for a college such as ours with its history of teacher training.

2. To generate and implement improved and alternative models of schooling. At the present time the large majority of schools in America work on a 30-1 teacher ratio from grade 1 to 12. The elementary schools have certain wrinkles such as team teaching and some classes are smaller than 30 but basically the structure of the class is the same. There is increasing evidence suggesting that alternative models may be more effective in both stimulating increased learning and in making schools more interesting for the children. At the secondary level such programs as the Philadelphia Advancement School and the Parkways Project come to mind. Locally we find such examples as the Cambridge (Mass.) Pilot School and Pat Mogan's summer school program. Changes in the elementary school have been quite dramatic, particularly with the introduction of the open education concept. These schools, while differing from each other in many ways, are distinguished from most schools by the manner in which the child's time is organized, by what they value as worth learning and their conception of both the student-teacher relationship and of how learning occurs.

Principles

1. Facilitating the growth of the teacher should be seen as encouraging personal growth as well as instruction in specific teaching skills.
This means that the program must go beyond teaching such admittedly important skills as the ability to ask particular types of questions or the ability to analyze goals to helping the student gain further insight into himself, to question who he is as a person and as a teacher. It means that such a program would be concerned with a liberalizing education in which the goal is a richer, fuller person.

2. Students should be chosen so as to ensure a heterogeneous population.
This grows out of my belief that students will learn a great deal from being exposed to a variety of conflicting viewpoints and differing concerns. Such heterogeneity can be encouraged by admitting both experienced and inexperienced teachers, both elementary and secondary teachers (not to mention administrators), urban and suburban teachers. These are only the most obvious categories. The more variety the better.

3. The program should provide periods for intense concentration.
My teaching this year at the graduate school convinces me that if change in the student and the public school is to occur there must be periods of time when the student spends all his time concentrating on his own education. Courses spread out over a period of two to four years probably have little impact on teaching. This is understandable when we consider that the student is working full time and has to put his energies into his job. The influence of the job is felt in another way. Schools function on a day to day basis - they have children to educate. There is not only little time for reflection for the teacher but there are powerful norms calling for conformity to current models of education and hindering exploration of new ones. If we are to have the students examine their own lives and teaching styles and participate in alternative forms of education we have to provide periods where this is possible.

4. Students should be enrolled from a limited number of schools and trained in a limited number of sites.
This principle is important for two reasons. First, if several teachers from the same school are in the program it makes it more likely that any changes that occur within them can influence the school as a whole. Secondly, given that schools are such difficult places to grow and innovate, the members of the group within a school will be able to support each other in their attempts to try new ways of teaching.

5. There should be a commitment by both faculty and students to having much of the educational process occur in schools.
Most educational programs are seen by the students as being overly theoretical and having little relationship to reality. One way of changing this is by having much of the curriculum generated by problems that arise out of the real school situations in which the students are involved. Another reason this principle is important is

that if the program is to have an impact on schools in this area it cannot be isolated from them. Teachers and students will have to be talking and working with school administrators and teachers in a variety of ways.

6. Students should have a large voice in generating their own program. This is a crucial principle. If program students are to be encouraged to be independent and thoughtful teachers they must be encouraged in an atmosphere which respects their abilities and interests and which encourages them to be independent and thoughtful. They must be given the opportunity to make meaningful choices about their program and, in effect, about the ways in which they feel they can best grow. John Bremer states this quite well when he writes that the purpose of the college is:

> to provide a supportive administrative and social structure within which the student can create the programs of learning, the patterns of activity, best suited to prepare him to be a teacher - at least, a more effective teacher. The supportive administrative and social structure can best be termed the matrix, and its characteristics are that it is supportive but not stifling, firm but not rigid, public and not private, determinable but not determining.

This balance is difficult to achieve but none the less important.

Out of the discussions that arose from these memos - discussions involving faculty and administration of Lowell State College, representatives of the Lowell Model Cities Education Component and principals from the Lowell Public Schools and the local parochial school - the Field Studies Program in Elementary Education came into being and began accepting students in the Spring of 1971.

Contributions to Teacher Education

The program is making contributions in the following areas:

1. Relationship with community organizations. The program involves a unique collaboration between a state college, public and parochial schools, and a Model Cities Agency and represents a model of collaboration for other schools of education. The collaboration takes many forms. Funds are provided by both the college and the Model Cities Agency for the salary of one full-time faculty member. The Model Cities Agency pays tuition scholarships to all students.

Acceptance of students into the program is decided upon by a committee of college faculty, principals, and Model Cities representatives. College faculty consult with principals as advisors on school problems such as how to reorganize the junior high schedule, how to more effectively evaluate teacher performance, or on which curriculum materials will best enable the school to meet its goals.

2. Emphasis on clinical training in on-site locations. We have spoken of the lack of reality factor in teacher education. The program provides a model of how to avoid this problem by working with teachers who function as an integral part of the faculty of a school for an entire year. Students thus avoid many of the problems of being a "student teacher" while having sufficient time and opportunity to take on the role of teacher. Not only are relevancy and responsibility increased and the transition to a new role, that of teacher, eased, but competency in teaching is vastly accelerated. Students have an opportunity to work at length with materials such as cuisennaire rods or bulbs and batteries; they do not just have a two-hour introduction to the materials in a methods course.

3. Integration of theoretical course work and practice. As I write about this subject I can hear in the background students and the science teacher talking and laughing as they work on turning cardboard tubes they have scrounged from a paper mill into storage facilities for their classrooms. What is being conveyed in that science methods class includes more than the skills of building but includes attitudes toward how teachers should act and what classrooms should include. It also illustrates the close tie between course work and classrooms in our program. Methods courses do not work in a vacuum. A student is interested in working with gerbils in the classroom? He is helped

to explore the possibilities of it in the science methods course and then he works with the animals in class with children. Students who are working on a mapping unit with their children call in the art instructor who first works with them in a workshop where under her guidance they explore the possibilities of applying art to maps; that week they have the kids engage in the same activities they engaged in with the art instructor. A language arts course which involves teachers in improvisation requires the teachers to try it out that week with their students and it is the first topic of discussion the following week. The psychology class not only explores different theories of motivation, but helps students in very concrete ways to motivate the children they teach in class.

EVALUATION

The three major forms of evaluation of the effects of the program that are currently being implemented are (1) informal on-going evaluation by participants, (2) written statements (a) by students concluding the program, (b) new students concluding the first summer and by (c) the principals, (3) anecdotal records of events kept by the two co-directors.

Efforts were begun this year to measure the attitudinal change of students through the use of the Semantic Differential andan Educational Philosophies Questionnaire. Complete data from these sources will not be available for analysis until the end of this year.

Since a major goal of the program is to increase classroom competency, measurement of classroom teacher and student behavior is very important to us. We have yet to begin this in a systematic way but have begun to examine strategies and instruments that might be used. The procedures and instruments put forth in Man: A Course of Study: Evaluation Strategies are particularly appealing to us at this point. Instruments reported by Vito Perrone and Warren Strandberg, in a recent Teachers College Record issue on accountability, are also receiving our attention. They measure both student and teacher learning and behavior. In addition they point toward attitudinal variables in the classroom with which we are concerned.

Due to lack of time and funds we have yet to begin to systematically measure the institutional change we hope to have occur. We are relying heavily at this point on anecdotal records of change. For example, in one school we notice much more of the children's work being displayed in the corridors; we see teachers who are not in the program using materials that were developed by program participants. An example from the other school would be the prin-

cipal's comments that she believes that teachers in the school are working together more frequently as a result of the example of our teams. We see such anecdotal material as only a beginning, however.

We are not satisfied with the thoroughness of our evaluation to date and an increasing amount of our attention is going into this area. The "Tentative Plan for Evaluation" (copy attached) done by Sr. Rachel Lambert is a first step in this direction (and incidentally illustrates another facet of our collaboration). We are also in the process of applying to foundations for funds to more adequately measure the types of change with which we are concerned.

BUDGET

	Lowell State College	Model Cities
1 and 1/2 positions	22,500	
1/2 position		7,500
1/2 position for consultants	7,500	
Secretarial Assistance	1,000	3,000
Materials and Supplies	1,000	5,000
Scholarships	500	12,000
	32,500	27,500

Total $60,000

EDUCATION COMPONENT'S INVOLVEMENT AT ST. JOSEPH SCHOOL

I. Graduate Intern Program
   A. Faculty acceptance
   B. Steps toward improvement
   C. Structure of the program
   D. Difficulties and remedies

II. Swing Teams
   A. Structure of the program
   B. Goals and means
   C. Difficulties and remedies

III. Tutorial Program--description

IV. Social Studies and Science Programs

Report made to Education Task Force
October 16, 1972
Submitted by Sr. Rachel Lambert

FACULTY ACCEPTANCE

In May, 1972 before accepting the Graduate Intern Program for a second year, I gave the faculty a description of the evaluation that I presented at the task force. After the description and the recommendations made, the faculty was asked to vote secretly whether or not the program should be accepted for a second year. They were also given the option of not voting if they did not feel adequately briefed.

RESULTS: 10 voted to accept the program 1 voted not to accept it 1 did not vote

Faculty members were also asked if they wished to join the program.

RESULTS: All the team members except one said that they would join the program next year if asked to. Three new faculty members showed an interest in joining the program.

Faculty members were also asked what they felt the program had contributed to St. Joseph.

RESULTS: They responded that:

1. new techniques were introduced
2. new materials were brought in
3. regular staff members were forced to re-evaluate their own goals
4. innovation spread to classes that were not involved
5. practical knowledge vs. theoretical knowledge
6. more consultants were available
7. more staff

Two negative comments were that:

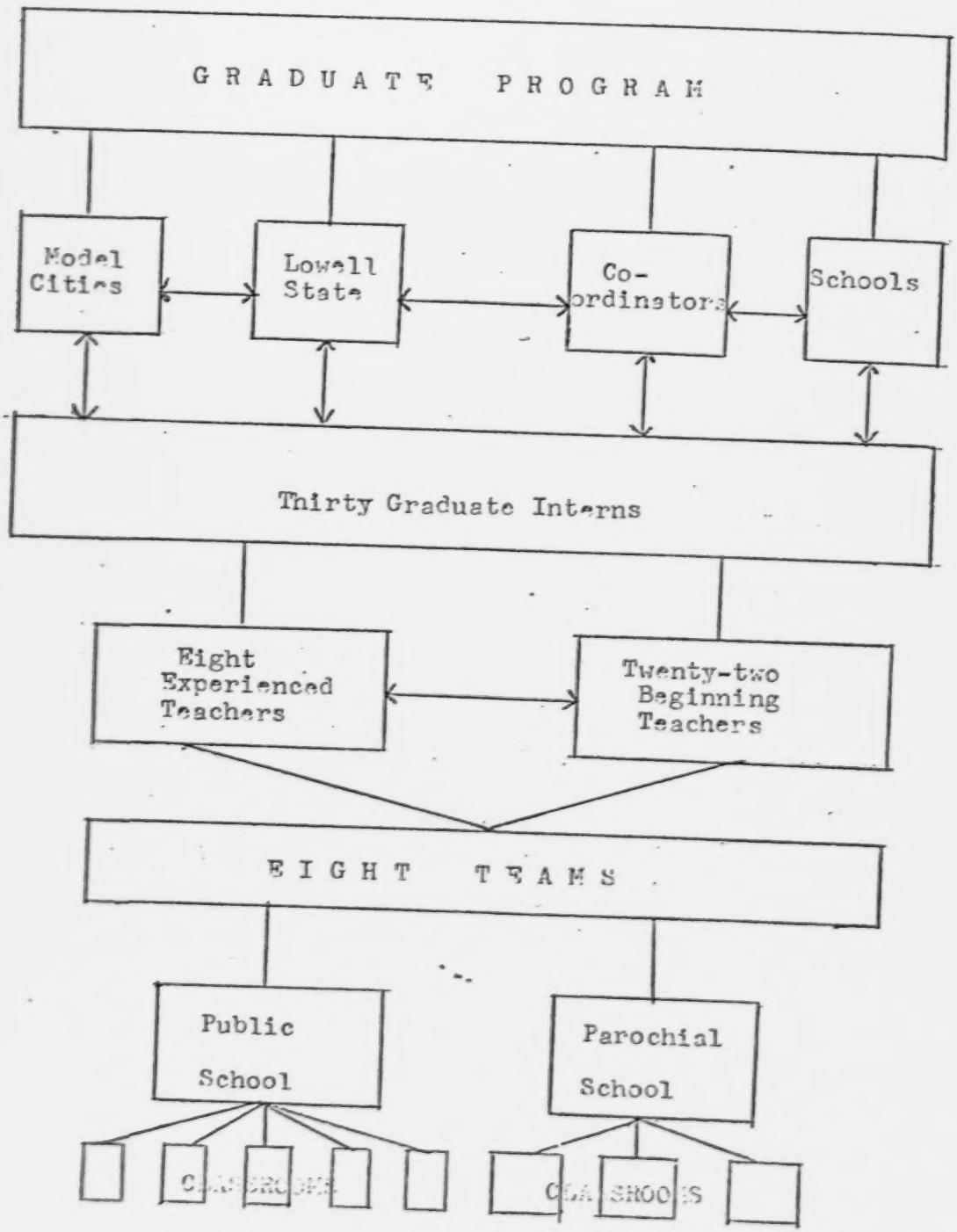
1. some classrooms were more chaotic and there was a certain agitation in the school
2. first-year teachers have many hang-ups along with being transient

STEPS TOWARD IMPROVEMENT

Many more meetings with Dr. Sprague and Dr. Schiro, Model Cities, and the Principals.
Planning during the summer.
A re-emphasis of the suggestions outlined in my evaluation and Mr. Stamas' memos.

STRUCTURE AND LINES OF COMMUNICATION

OF



GOALS OF THE MASTERS INTERN PROGRAM

I. To train the new teachers in the newer methods of teaching and classroom set up

II. To bring innovation to the experienced teacher

III. To expose both the teachers and students to a richer curriculum content

IV. To spread innovation to other teachers not in the program

MEANS OF ATTAINING THESE GOALS

I. Teachers are grouped into teams which vary from 3 to 5 members.

II. Workshop consultants versed in the newer approaches present new classroom set ups and new materials.

III. Teachers are released to visit other schools experimenting with these newer approaches.

IV. New materials are brought into the classroom.

V. Workshops are sometimes opened to teachers who are not in the program.

TEAM ORGANIZATION AT ST. JOSEPH SCHOOL

Grade 6---5-team members who range from no teaching experience to 4 years of experience

Grade 7---3 team members who range from 2 years of teaching experience to 13 years of experience

Grade 8---4 team members who range from no teaching experience to 4 years of experience.

DIFFICULTIES ENCOUNTERED FIRST YEAR

Lack of organizational structure

1. in setting up of workshops
2. in procedure of leaving and visiting schools
3. in receiving schedules on time

4. in establishing a mechanism for decision-making

5. in involving the four agencies concerned

Lack of communication

1. between program co-ordinators and principals

2. between program co-prdinators and Model Cities
3. between teams and principals

Lack of follow-up and curriculum planning

1. because of a super-abundance of workshops
2. because responsibilitiess were not assigned
3. because workshops were not interested in curriculum and objectives

Difficulties in team formation

1. conflict of philosophies
2. experience vs. inexperience
3. peer arrangement

REMEDIES APPLIED SECOND YEAR

Improved organizational structure

1. planning a good spread of workshops
2. checking in and out of the building
3. sending out of rosters and courses in plenty of time
4. setting up of a four-agency decision making body
5. involvement of the four agencies in the screening process, summer planning, and periodical meetings

Improved communication

1. through written memos and forwarding of pertinent schedules and rosters
2. through written memos and more meetings

3. through summer orientation program involving teams, principals, and prggram co-ordinators

Greater consciousness of curriculum and objectives

1. through summer orientation with the principals
2. through dialogue with workshop leaders
3. through assigned responsibilities of subject area

Improved team formation

1. clearer view of the school philosophies
2. emphasis on the value of experience
3. collegial relationship with assigned responsibilities

GOAL OF SWING TEAMS

To release primary teachers to give them an opportunity to advance professionally by coming to the Education Bank for workshops or independent research.

MEANS OF ATTAINING THIS GOAL

A team of three (1 professional with 2 paraprofessionals) plan an activity with the classroom teacher and the team carries out this activity while the teacher leaves to go to the Education Bank.

DIFFICULTIES ENCOUNTERED FIRST YEAR

1. lack of communication between the team and the classroom teacher
2. lack of experience of the team
3. lack of classroom control

REMEDIES APPLIED SECOND YEAR

1. more planning with the classroom teacher and the professional person on the team
2. the teacher and the professional leader of the team work together for the first four weeks
3. the fifth week the professional comes with the two paraprofessionals and works with the classroom teacher
4. the team now has a year of experience
5. classroom control right now is good

GOAL OF THE TUTORIAL PROGRAM

To provide enrichment with the advance students in Language Arts and Math.

MEANS OF ATTAINING THE GOAL

Three math tutors and three L.A. tutors come four times a week to work with youngsters who need an extra challenge in these two areas.

This is the first time we have this program. Some of the activities have been:

Language Arts

Pupil Specialties in ----Urban National Park
Sonar Power

Listening walk in the community

Trip to the Education Bank

Writing plays

Mathematics: Self selection--student chooses any part of the math curriculum and studies it in depth while being guided by the tutors (2 students per tutor)

GOALS OF THE SOCIAL STUDIES AND SCIENCE TEACHERS

1. To build a sound curriculum in social studies and science

2. To release a teacher to build a learning center in the school

MEANS OF ATTAINING THESE GOALS

Two teachers from the Education Bank teach social studies and science in grades 4 and 5. This releaes two teachers for planning in these two areas. Also the behaviorial objectives of the social studies and science teachers are studied and incorporated into the planning. Some of the release time is also used in planning the learning center with Miss Marilyn Harris.

This is the first year we request such a program. It is just beginning and will be evaluated later.

MASTERS DEGREE PROGRAM

LOWELL STATE COLLEGE

Tentative Plan for Evaluation

Sister Rachel Lambert

St. Joseph Elementary School

Lowell, Massachusetts

November 17, 1972

Tentative Plan for Evaluation

In accordance with the four goals of the Masters Intern Program which are:

1. to train new teachers in the newer methods of teaching and class room structure;
2. to bring innovation to the experience teachers;
3. to expose both the teachers and students to a richer curriculum content;
4. to spread innovation to other teachers in the school not involved in the Program

the following evaluation has been designed to answer the following questions :

1. Has the Program introduced the newer methods of teaching and classroom structure?
2. Have the experienced teachers accepted a positive view toward change and the newer ideas in education?
3. Has a richer curriculum and a variety of activities come into the classroom?
4. Has the innovation spread to other classes in the school?

Another important aspect of this research will be that of measuring whether or not this Program has had any effect on the graduate students' self-concept, attitude toward education, attitude toward open education and concept of themselves as teachers.

Sample

All of the twenty-nine graduate students have been included in this study. Eight of these are experience, hired teachers; twenty-one are either beginning teachers or have had no experience in teaching. They range in age from 20 to 50 years and come from a variety of

occupations and background.

Instruments

The two instruments used in this study will be a modified form of the "Classroom Observation Checklist" from Man: A Course of Study and Osgood's Semantic Differential.

The observation instrument will be used as a basis for discussing a teacher's teaching style, classroom mangement, planning skill, materials used, and student participation. (See Appendix A for complete instrument.)

The Semantic Differential will be used to measure the graduate student's self concept, attitude toward education in general, attitude toward open education, and attitude of himself as a teacher before, during, and at the close of the program. Fifteen bi-polar adjectives scaled along a seven-point continuum make up this instrument. (See Appendix B for complete instrument.)

Data Gathering

The observation instrument will be used by the teacherand the principal at least three times during the year. The teacher will rate himself immediately following the period of observation and the principal will do likewise. Both checklists will be kept for a teacher-principal interview. A narrative report will be made of the interview.

The Semantic Differential instrument was administered in the summer and will be administered in November, March, and July. A comparaison will be made of the differences in attitude before, during, and after the Program.

Analyses

Presently being planned.

APPENDIX A

CLASSROOM OBSERVATION CHECKLIST

1. student has a clear understanding of the goal of the activity	____:____:____:____:____	student has no understanding of the goal of the activity
2. student has a wide choice of activities	____:____:____:____:____	student has little choice of activities
3. less than 1/3 student participation	____:____:____:____:____	almost all students participate
4. student interest low	____:____:____:____:____	student interest high
5. teacher sets and controls agenda	____:____:____:____:____	students initiate topics of discussion
6. class is quiet	____:____:____:____:____	class is noisy
7. teacher has a clear sense of purpose	____:____:____:____:____	teacher has no clear sense of prupose
8. activity geared to students' ability	____:____:____:____:____	activity not geared to students' ability
9. exchanges largely student to teacher	____:____:____:____:____	exchanges largely student to student
10. most students able to work independently	____:____:____:____:____	few students able to work independently

Adapted from Man: A Course of Study

APPENDIX 3

SEMANTIC DIFFERENTIAL

DIRECTIONS

Enclosed you will find four (4) sheets each containing a different topic at the top of the page. Each page also has fifteen (15) bi-polar adjectives used to describe the above topic along a seven-point scale. Put an "X" in the rectangle which best expresses how YOU would describe the above topic.

e.g. MATH WORKSHOP

1. active passive .1

N.B. It is important that you rate each bi-polar adjective. PLEASE do not skip any numbers.

It is also extremely important that you read each adjective carefully and record your choice clearly. Your cooperation in helping us carry out this research is greatly appreciated.

CODE _____

Name or Number

1. bright	☐	☐	☐	☐	☐	☐	☐	dark	.1
2. fast	☐	☐	☐	☐	☐	☐	☐	slow	.2
3. thin	☐	☐	☐	☐	☐	☐	☐	thick	.3
4. old	☐	☐	☐	☐	☐	☐	☐	young	.4
5. hot	☐	☐	☐	☐	☐	☐	☐	cold	.5
6. pleasant	☐	☐	☐	☐	☐	☐	☐	unpleasant	.6
7. uneven	☐	☐	☐	☐	☐	☐	☐	even	.7
8. cheap	☐	☐	☐	☐	☐	☐	☐	expensive	.8
9. rough	☐	☐	☐	☐	☐	☐	☐	smooth	.9
10. simple	☐	☐	☐	☐	☐	☐	☐	complex	.10
11. full	☐	☐	☐	☐	☐	☐	☐	empty	.11
12. decaying	☐	☐	☐	☐	☐	☐	☐	gliding	.12
13. strong	☐	☐	☐	☐	☐	☐	☐	weak	.13
[illegible]	☐	☐	☐	☐	☐	☐	☐	disturbed	.14
15. yielding	☐	☐	☐	☐	☐	☐	☐	pushing	.15

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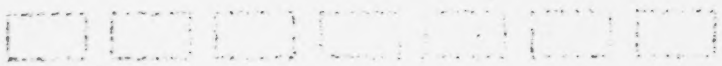
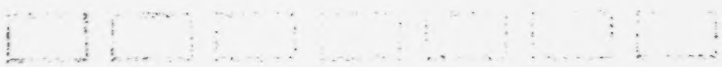
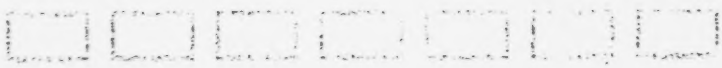
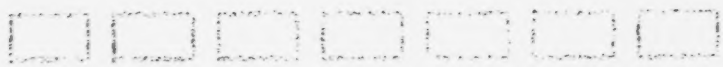
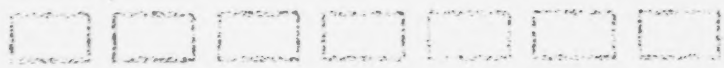
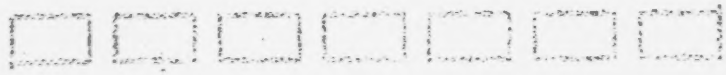
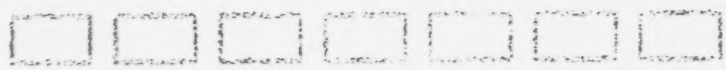
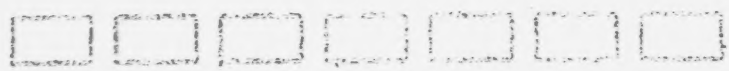
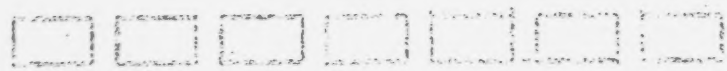
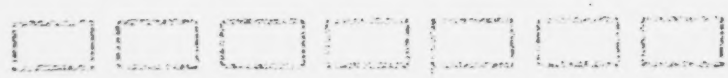
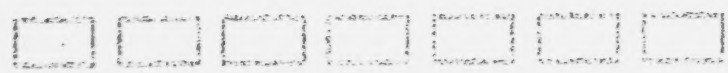
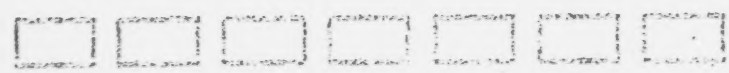
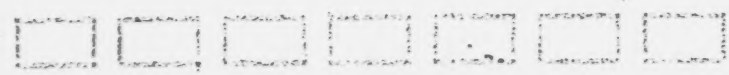
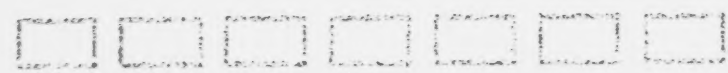
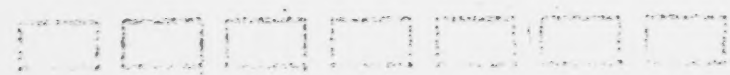
1. [illegible]		[illegible]	[illegible]
2. [illegible]		[illegible]	[illegible]
3. [illegible]		[illegible]	[illegible]
4. old		young	.4
5. hot		cold	.5
6. pleasant		unpleasant	.6
7. uneven		even	.7
8. cheap		expensive	.8
9. rough		smooth	.9
10. simple		complex	.10
11. dull		empty	.11
12. sweeping		yielding	.12
13. steady		weak	.13
14. tasty		distasteful	.14
15. polishing		polishing	.15

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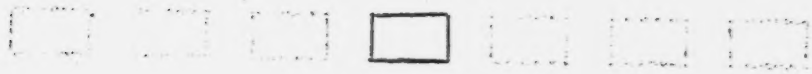
1. bright		dull	.1
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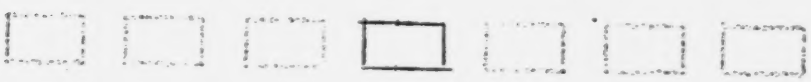
4. old		young	.4
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6. pleasant		unpleasant	.6
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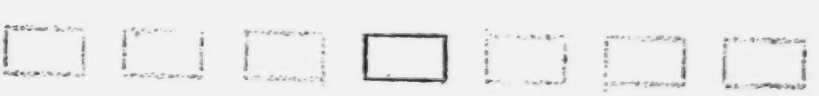
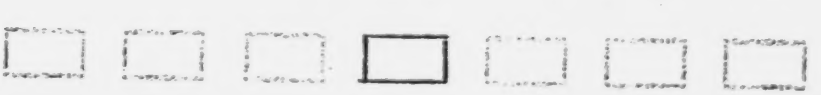
9. rough		smooth	.9
10. simple		complex	.10
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PRED/3

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4. old								young	.4
5. hot								cold	.5
6. pleasant								unpleasant	.6
7. uneven								even	.7
8. cheap								expensive	.8
9. rough								smooth	.9
10. simple								complex	.10
11. full								empty	.11
12. dripping								gliding	.12
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Thank you for completing this instrument.

PRED/4